



Crosswell Elementary

161 School Road
Easley, SC 29640

Grades	PK-5 Elementary School	
Enrollment	482 Students	
Principal	Traci T. Boyles	864-855-8160
Superintendent	Dr. Henry Hunt	864-855-8150
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent*
2008	Good	Below Average
2007	Good	Average
2006	Good	Average
2005	Good	Good

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- **Good** – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- **Average** – School performance meets the standards for progress toward the 2020 SC Performance Vision
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- **At-Risk** – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

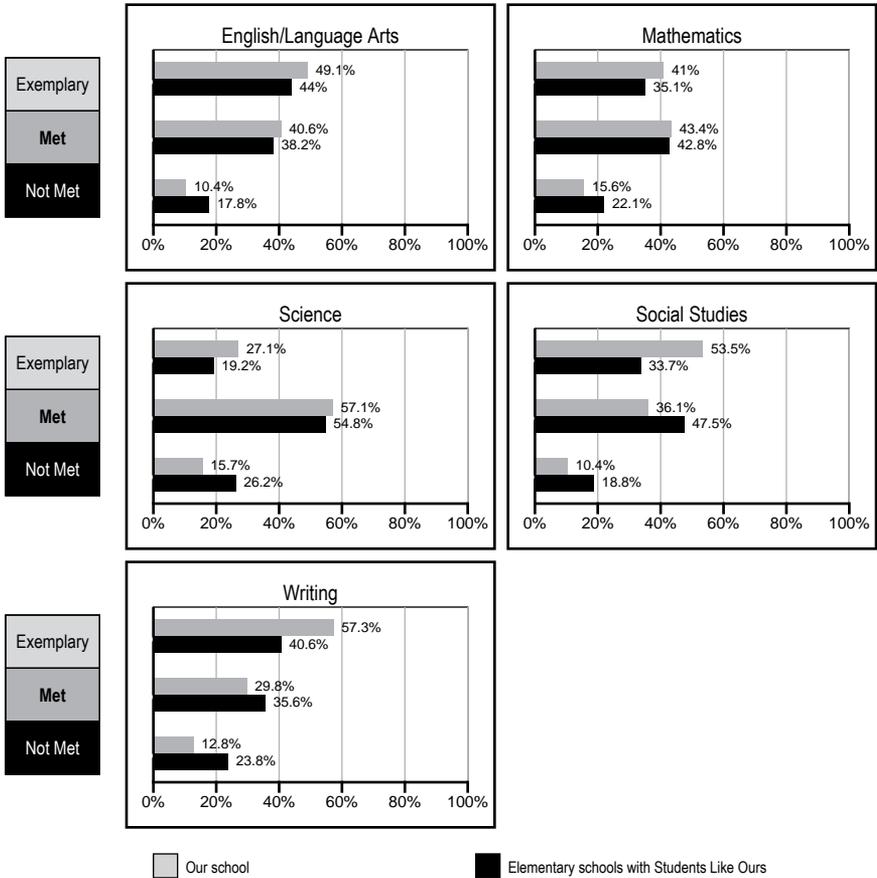
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
18	33	40	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=482)				
First graders who attended full-day kindergarten	90.8%	Down from 97.6%	100.0%	100.0%
Retention rate	3.5%	Up from 3.2%	1.7%	1.9%
Attendance rate	96.6%	Up from 96.2%	96.4%	96.3%
Eligible for gifted and talented	16.7%	Down from 18.8%	14.2%	10.0%
With disabilities other than speech	5.7%	Down from 6.1%	7.4%	7.7%
Older than usual for grade	0.3%	Down from 0.7%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	56.3%	Down from 59.4%	61.0%	59.4%
Continuing contract teachers	93.8%	Up from 90.6%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.9%	Up from 91.1%	88.5%	85.9%
Teacher attendance rate	95.4%	Up from 93.7%	95.2%	95.1%
Average teacher salary*	\$48,472	Up 2.5%	\$47,669	\$47,149
Professional development days/teacher	16.5 days	Up from 14.0 days	11.0 days	11.1 days
School				
Principal's years at school	13.0	Up from 12.0	5.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 20.7 to 1	19.1 to 1	18.8 to 1
Prime instructional time	91.7%	Up from 89.0%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,274	Up 9.8%	\$6,954	\$7,458
Percent of expenditures for instruction**	63.0%	Up from 62.9%	69.1%	68.8%
Percent of expenditures for teacher salaries**	56.3%	Down from 58.5%	62.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Crosswell Elementary, a 4K-fifth grade school, served 480 students. With a focus on respectful behavior and teamwork, we challenged our students to "Work together to Achieve More-TEAM."

We continue to have an active PTA and School Improvement Council. Our PTA purchased books for our newly established Leveled Library. A Family Fun Night and Library Night were sponsored by the SIC to encourage family participation and literacy. The Parenting Education Program continued to be a part of the Crosswell campus. Construction started in November to add two new classrooms to the facility.

Teachers continued to advance their skills in the areas of technology and formative assessments. The addition of Promethean boards and laptops created technology-rich environments for students to be actively engaged in learning. Teachers created flipcharts and used Classworks software to enhance instruction. Teachers continued the use of MAP assessment data to differentiate their instruction and create prescriptive lessons. One teacher earned National Board Certification bringing Crosswell's total to seven.

Students were afforded opportunities through extra-curricular activities such as chorus and walking club. Programs such as Safety Patrol and Cub Citizens fostered leadership development in our students. Student artwork was displayed in the local hospital, art museum, and school district administrative office. Five students were selected to perform in the SC All-State Elementary Honor Choir. A Crosswell fifth grader was chosen to represent the SDPC for the State Superintendent's Writing Award. Our school Spelling Bee winner placed first runner-up in the SDPC Spelling Bee. One of our top Science Fair award winners placed in the top ten for the SDPC Science Fair competition.

School-wide service learning projects were encouraged. Crosswell students and staff raised monies to support the American Cancer Society, March of Dimes, Shriners Hospital, and United Way. Students also participated in food drives earning the award as a national "Souper Bowl" school in caring for the community.

Crosswell was recognized as a Palmetto Silver Award winning school for closing the achievement gap. The school earned SACS accreditation by successfully completing an on-site visit. Crosswell's school principal received the honor of SDPC Administrator of the Year. Crosswell received recognition for being a Safe School.

Crosswell will continue to provide a quality education, search for ways to best meet the needs of our students, and strive to be a valued partner with our community.

Elizabeth Baldree, SIC Chairperson

Diane P. Brown, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	76	30
Percent satisfied with learning environment	93.9%	94.7%	82.1%
Percent satisfied with social and physical environment	94.1%	90.3%	89.7%
Percent satisfied with school-home relations	97.1%	89.2%	85.7%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	221	100	10	40.8	49.3	94.8	87.9	82.8	Yes	Yes
Gender										
Male	101	100	4.2	44.2	51.6	98.9	85.3	79.3	N/A	N/A
Female	120	100	14.7	37.9	47.4	91.4	90.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	197	100	9.6	39.6	50.8	95.2	89.1	89.5	Yes	Yes
African American	12	100	8.3	58.3	33.3	91.7	78.6	73.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.6	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	82.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
Disability Status										
Disabled	25	100	16.7	62.5	20.8	91.7	60.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	82.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	105	100	14.4	43.3	42.3	91.8	81.2	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	221	100	15.2	43.6	41.2	90	83.8	78.9	Yes	Yes
Gender										
Male	101	100	12.6	46.3	41.1	92.6	82.3	77	N/A	N/A
Female	120	100	17.2	41.4	41.4	87.9	85.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	197	100	12.3	44.4	43.3	92.5	85.6	87.2	Yes	Yes
African American	12	100	41.7	33.3	25	66.7	67.7	66.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.1	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	80.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
Disability Status										
Disabled	25	100	37.5	45.8	16.7	79.2	52.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	82.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	105	100	19.6	47.4	33	85.6	75.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	147	99.3	14.5	58	27.5	85.5	76.8	67.5
Gender								
Male	70	98.6	9.4	60.9	29.7	90.6	76.3	67
Female	77	100	18.9	55.4	25.7	81.1	77.4	68
Racial/Ethnic Group								
White	133	99.3	12.1	58.9	29	87.9	79.2	79.5
African American	6	I/S	I/S	I/S	I/S	I/S	58.3	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.1	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	66.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	14	92.9	23.1	69.2	7.7	76.9	45	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	69.8	59.6
Socio-Economic Status								
Subsided meals	72	98.6	14.1	60.9	25	85.9	67.4	55.1
Social Studies								
All Students	150	100	10.4	36.1	53.5	89.6	78.8	72.3
Gender								
Male	67	100	9.4	26.6	64.1	90.6	78.5	71.5
Female	83	100	11.3	43.8	45	88.8	79.2	73.2
Racial/Ethnic Group								
White	132	100	9.5	36.5	54	90.5	80	80.7
African American	9	I/S	I/S	I/S	I/S	I/S	68.4	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	72.2
Disability Status								
Disabled	20	100	26.3	47.4	26.3	73.7	49.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77.8	67.9
Socio-Economic Status								
Subsided meals	69	100	17.2	34.4	48.4	82.8	69.8	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	228	100	12.8	29.8	57.3	87.2	78.9	70.2	96.6	96.5
Gender										
Male	105	100	14.1	33.3	52.5	85.9	72.2	63.2	96.6	96.4
Female	123	100	11.8	26.9	61.3	88.2	86.1	77.5	96.5	96.5
Racial/Ethnic Group										
White	203	100	11.4	29	59.6	88.6	80.6	79.1	96.5	96.4
African American	13	100	30.8	46.2	23.1	69.2	65.8	57.6	97.6	96.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.2	86.2	97.1	98
Hispanic	9	I/S	I/S	I/S	I/S	I/S	69.2	62.6	97.1	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.4	68.7	93.3	96.2
Disability Status										
Disabled	27	100	46.2	34.6	19.2	53.8	33.3	26.1	95.8	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.5
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	73.4	61.2	97.8	97.7
Socio-Economic Status										
Subsidized meals	107	100	22.8	33.7	43.6	77.2	67.9	58.9	96	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	66	100	13.1	41	45.9	86.9
	4	76	100	8.3	34.7	56.9	91.7
	5	79	100	9	46.2	44.9	91
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	66	100	24.6	42.6	32.8	75.4
	4	76	100	13.9	34.7	51.4	86.1
	5	79	100	9	52.6	38.5	91
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	33	97	31	48.3	20.7	69
	4	76	100	11.1	61.1	27.8	88.9
	5	38	100	8.1	59.5	32.4	91.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	33	100	9.7	35.5	54.8	90.3
	4	76	100	6.9	33.3	59.7	93.1
	5	41	100	17.1	41.5	41.5	82.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	67	100	21	22.6	56.5	79
	4	80	100	5.3	31.6	63.2	94.7
	5	81	100	13.8	33.8	52.5	86.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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